



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8300 E Dana Dr, Prescott Valley, AZ 86314

Park View School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Excelling
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Mary Bruhn
Schedule : 07:15 AM to 04:45 PM
Grades : 6-8
2005 Enrollment : 142
Web Address : www.parkviewschool.org
Phone Number : (928) 775-5115
Fax Number : (928) 775-6253
E-mail : marybruhn@cablene.net

Mission

Park View Middle School provides a relevant education, assisting students to become responsible, useful community members. Learning opportunities promote application skills beyond textbook information. Emphasis is placed on problem solving and communication skills in the four core academic areas; Language Arts, Social Studies, Math, and Science. A successful middle school experience establishes a foundation for life-long learning. The PVMS Curriculum is based on the Arizona State Standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Mathematics: Improve student skills in mathematics by aligning and assessing instruction to the Arizona State Standards. Teachers will instruct and assess each standard and re-teach as necessary to increase student achievement as measured by AIMS.
- ü Language:
Student achievement will continue by utilizing Arizona State Standards-based curriculum. Instructors will promote critical reading and thinking skills. Emphasis is placed on increasing achievement in written and verbal communication.

Enrollment

October 1, 2004 School Year Student Enrollment : 136
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 140

Instructional Programs

- ü Math: Algebraic Logic & Problem Solving
- ü Language: Written/Oral Communications
- ü Science: Hands-on Exploratory Curriculum
- ü Social Studies: Historical Awareness
- ü Physical Education/HealthActivity Based
- ü Computers: Research, applications
- ü Art: Design Concepts & Appreciation
- ü Industrial Tech: Vocational Skills

Calendar Information

Number of Instruction Days :	145
Average Daily Instruction Time :	7 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Park View Middle School will offer a high quality curriculum that teaches the Arizona State Standards, encourages individual student success, and provides a safe, drug and violence-free environment. PVMS strives to provide continuous communication with the educational community and to encourage parental involvement.

Parents

Parents communicate with the school by participating in: parent-teacher conferences, field trips, an assemblies. Parents should ensure that students are on time and attend school. Parental supervision is important to successful homework completion. Parents contact classroom teachers for homework strategy ideas, refer to student planners for homework assignments. PVMS parents support academic and discipline policies. Parents also donate resources to support our after-school programs.

Transportation Policy

Transportation is provided to sponsored activities and events. Students are required to wear seat belts and adhere to van rules at all times. Van transportation is considered a privilege and can be revoked due to a safety concern.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AZ Dept of Education -Excelling School Label	2005
ü VICA State Competition: 14 individual Medals	2005
ü Yavapai County Teacher of the Year Nominee	2004
ü Embry-Riddle Science Competetion Awards	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	78250	100	100	99	562	562	548	21	21	21	13	13	18	45	45	48	21	21	13
All Students (Prior Year)	46	46	75001	100	100	99	467	467	468	39	39	37	37	37	36	15	15	16	10	10	10
Female	22	22	38071	100	100	99	574	574	549	14	14	20	14	14	19	43	43	49	29	29	12
Male	20	20	40126	100	100	99	547	547	547	29	29	23	12	12	17	47	47	46	12	12	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	38	38	38320	100	100	99	569	569	568	21	21	12	9	9	14	47	47	55	24	24	19
Students with Disabilities	10	10	9329	100	100	100	499	499	454	67	67	64	0	0	18	33	33	16	0	0	2
Students without Disabilities	32	32	68996	97	97	99	582	582	561	7	7	16	17	17	18	48	48	52	28	28	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	16	33388	100	100	94	567	567	530	7	7	32	20	20	22	60	60	40	13	13	5
Non-Economically Disadvantaged	26	26	44937	100	100	100	558	558	561	30	30	13	9	9	15	35	35	54	26	26	18

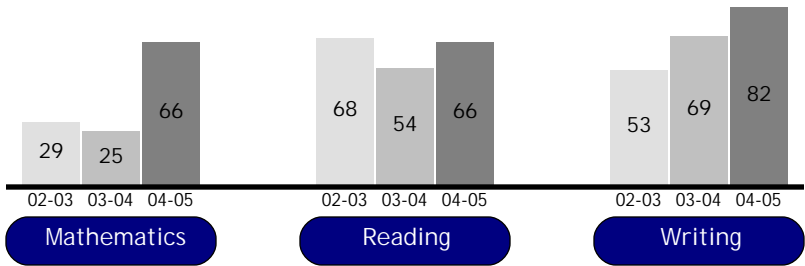
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	78302	100	0	99	519	519	512	13	13	11	21	21	25	61	61	57	5	5	7
All Students (Prior Year)	46	46	74918	100	100	99	503	503	497	32	32	32	15	15	19	32	32	35	22	22	15
Female	22	22	38082	100	0	99	525	525	518	10	10	8	14	14	24	71	71	61	5	5	7
Male	20	20	40166	100	0	99	511	511	507	18	18	14	29	29	26	47	47	54	6	6	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	38	38	38347	100	0	99	525	525	531	9	9	5	24	24	17	62	62	68	6	6	10
Students with Disabilities	10	10	9353	100	0	100	474	474	429	33	33	40	44	44	38	22	22	22	0	0	1
Students without Disabilities	32	32	69024	97	0	99	532	532	524	7	7	7	14	14	23	72	72	62	7	7	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	16	16	33398	100	0	94	520	520	495	7	7	18	27	27	35	60	60	46	7	7	2
Non-Economically Disadvantaged	26	26	44979	100	0	100	518	518	525	17	17	6	17	17	18	61	61	66	4	4	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	78094	100	100	99	563	563	545	3	3	3	16	16	18	79	79	77	3	3	2
All Students (Prior Year)	47	47	74503	100	100	99	529	529	491	0	0	9	31	31	32	57	57	51	12	12	8
Female	22	22	38025	100	100	99	585	585	558	0	0	2	5	5	13	90	90	82	5	5	2
Male	20	20	40013	100	100	99	536	536	534	6	6	5	29	29	23	65	65	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	38	38	38265	100	100	99	566	566	564	3	3	2	15	15	11	79	79	84	3	3	3
Students with Disabilities	10	10	9275	100	100	100	495	495	444	11	11	14	56	56	46	33	33	39	0	0	1
Students without Disabilities	32	32	68892	97	97	98	585	585	559	0	0	2	3	3	14	93	93	82	3	3	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	16	33296	100	100	94	567	567	527	7	7	5	7	7	27	87	87	67	0	0	0
Non-Economically Disadvantaged	26	26	44871	100	100	100	561	561	559	0	0	2	22	22	12	74	74	84	4	4	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	73	73	53	100	74	NA	56	100	46	46	51
	Language	100	66	66	45	100	62	62	48	100	37	37	47
	Mathematics	100	80	80	62	100	82	82	66	100	43	43	52
7	Reading	98	72	72	51	100	64	NA	54	96	53	53	50
	Language	100	76	76	54	100	71	71	58	96	54	54	52
	Mathematics	100	73	73	58	100	65	65	62	98	53	53	50
8	Reading	100	63	63	53	100	63	NA	55	100	51	51	51
	Language	100	56	56	49	100	57	57	52	100	46	46	50
	Mathematics	100	72	72	58	100	63	63	61	100	56	56	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Park View Middle School

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.50
Other Professional Staff	3.00	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	1	0	0
10 or more years	1	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Networked Computers in Each Classroom	Ü Industrial Tech Classroom
Ü Library, Computer Labs, Current Software	Ü Multi-Purpose Meeting Facility

Extracurricular Activities

Ü ERAU Science Fair: 6th Grade	Ü Arizona Copper State Games
Ü VICA/MathCounts - National Competition	Ü Instrumental Music/ Vocal Music/Drama
Ü Educational and Enrichment Field Trips	Ü Student Government
Ü Project Citizen National Competetion	Ü Chess Club, Gardening Club

Social Services

Ü Drug Awareness Instructional Program	Ü Community Service Projects
Ü Family Assistance	Ü Referral to local programs
Ü Child Find	
Ü Citizenship Classes	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Vocational Industrial Clubs of America (VICA) state competition - 14 medals earned for dome construction, bridge building, solar cars, safety posters, and rocketry.
Participation in this program will continue for the 2005-2006 school year.
- ü Project Citizen: a very successful school initiated dialogue- involving community issues and resolutions, which were identified by the students. Two, eighth grade teams earned top ratings at both regional and statewide Project Citizen competitions.
- ü Park View students competed in the AZ Copper State Games- Health poster contests. Two students were gold medal winners. Students will be given the opportunity to participate in this event during the 2005-2006 school year.
- ü A team of 11, sixth grade students competed at the regional 'Math Challenge.' Park View students placed in each of the categories. PVMS students will be given the opportunity to participate in this event during the 2005-2006 school year.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School Rule: no student has the right to interfere with the safety, learning or well-being of others. A zero-tolerance policy is enforced and parents are contacted when infractions occur. Students routinely practice emergency response scenarios. PVMS has a state-of-the-art emergency alarm system.

For the 2005-2006 academic year PVMS has implemented a '5 steps to referral' system to assist students with self-discipline. The program promotes accountability by students for their behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Mary Bruhn	(928) 775-5115
Community Resources	Mary Bruhn	(928) 775-5115
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Kim Jones	(928) 775-5115

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 142 Copies = \$54.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.